R E P O R T R E S U M E S

ED 010 695 CG 000 002

THE ORGANIZATION, DEVELOPMENT AND IMPLEMENTATION OF AN OCCUPATIONAL INFORMATION SERVICE PROGRAM IN THE HIGH SCHOOL.

BY- CAMPBELL, GEORGIA C.
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

PUB DATE SEP 65

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *OCCUPATIONAL INFORMATION, *INFORMATION STORAGE, EVALUATION TECHNIQUES, *HIGH SCHOOLS, GUIDANCE PROGRAMS, INFORMATION PROCESSING, INFORMATION SYSTEMS, FRANKFORT

OCCUPATIONAL INFORMATION SERVICE IN GUIDANCE FOCUSES ON THE DIFFERING NEEDS OF HIGH SCHOOL STUDENTS FOR KNOWLEDGE OF OCCUPATIONS. OCCUPATIONAL INFORMATION IS DEFINED AS ACCURATE, UP-TO-DATE TREATMENT AND INTERPRETATION OF DATA IMPORTANT TO THE PROCESS OF OCCUPATIONAL SELECTION, PREPARATION, PLACEMENT, AND ADJUSTMENT. TO MEET THE NEED FOR SUCH INFORMATION, A WELL-ORGANIZED OCCUPATIONAL INFORMATION SERVICE SHOULD BE PLANNED AND IMPLEMENTED AND BECOME AN INTEGRAL PART OF THE SCHOOL CURRICULUM. ORGANIZATION OF THE COLLECTION OF MATERIAL AS A WHOLE, IN TERMS OF WORTH, FREQUENCY OF ITEMS, AND COVERAGE AND AUTHENTICITY SHOULD BE THE GUIDING PRINCIPLES RATHER THAN MERE ACCUMULATION. THIS PRESENTATION SETS FORTH AN INFORMATION SERVICE FOR STUDENTS AS WELL AS SUGGESTING SOURCES AND CRITERIA FOR EVALUATION OF INFORMATION. IT WAS RECOMMENDED THAT NEEDS OF USERS ARE BEST SERVED BY MATERIAL ORGANIZED AND FILED ACCORDING TO INTEREST AND ABILITY AREAS. AN OUTLINE FOR PREPARATION OF OCCUPATIONAL INFORMATION AND SUGGESTED METHODS AND TEACHING AIDS TO HELP STUDENTS UTILIZE IT IS INCLUDED. (JH)

CG 000 002

THE

ED010695

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

and

of an occupational information service program in the high school

Department of Education
Division of Guidance Services
September 1965

FOREWORD

The information service in the guidance program is frequently the center of some confusion in schools even where there is a fully organized program of guidance services. This condition may exist in part because of the scope of this service, the voluminous amount of materials available, and a lack of understanding as to how the information service fits into the total program of guidance services.

The Division of Guidance Services is happy to make available to guidance personnel of the State a study that deals with a part of the information services, the occupational information service. This study was made by Mrs. Georgia C. Campbell in partial fulfillment of the requirements of a course in Occupations taught by Dr. George W. Rogers, Assistant Professor of Education and Director of the University Counseling Service, University of Kentucky. It is our feeling that guidance counselors will be interested in using this study as a tool in developing more adequate information service in the guidance program. We call your attention specifically to the sections on organizing the occupational information service, collecting and storage of occupational information materials, and evaluating occupational information.

Kearney Campbell

Kearney Campbell, Director
Division of Guidance Services

INTRODUCTION

Many programs of guidance in the past have been so involved in the procedures of testing, understanding the individual, general guidance, mental hygiene, psychology, and counseling that any survey or evaluation of the occupational world has often been overlooked or excluded. This is evidenced by a statement made by the U. S. Office of Education in a bulletin entitled, Occupations: A Basic Course for Counselors, which states: "In most guidance programs, occupational information is the weakest link in the total sequence of guidance activities, yet every high-school student needs an organized knowledge of job opportunities."[1] Many statements from literature in education and industry also bear out the inadequacies of occupational information in the secondary schools of the Nation. It is encouraging that the picture is beginning to change and that leaders in the field of education and industry are beginning to recognize the existing need for a knowledge of occupations by high-school students.

All high school students need occupational information. They differ in their needs for occupational information just as they differ in their interests and abilities. Some are on their way to going into the business with dad, some have already made an occupational choice, some have made a tentative choice and need help in reviewing this choice, while others have no idea what they would like to do. These constitute a large percentage of students who require much assistance in acquainting them with the world of work.

Although high school students differ in their needs for occupational information, they are no longer able to review a cross section of the world's work by exploring their own community. Today they are faced with the problem of becoming acquainted with an increasingly complex world of work. This need must be met in employing more and more means to gain much of their occupational information. They must depend upon collections of printed, visual, and audio materials concerning occupations, assistance in the classroom, homeroom, and by the counselor

---

[1] Occupations: A Basic Course for Counselors, U. S. Department of Health Education, and Welfare (Washington, D. C.: Office of Education, Vocational Division Bulletin No. 247, 1954) p. 1

as they begin to do vocational planning.

To meet the occupational needs of students in high school, a well-organized occupational information service should be planned and implemented in the total school program. Such a service must be an integral part of the school curriculum including the program of guidance services. The purpose of this presentation is to set forth some of the plans, procedures, and techniques in developing an information service in the high school for the students. It in no measure suggests all of the activities in which a school can engage in developing an information service, nor does it suggest that all activities should be included in an information service for any one high school.

Before discussing the development. organization, and implementation of an occupational information service in the high school, perhaps something should be said about the meaning of guidance and the information service. Guidance is a systematic process of assisting students in making choices, plans, adjustments, undertaking self-direction, and solving personal problems related to education. One of the major goals of guidance as well as education is to develop mature, productive, self-reliant, and happy individuals. To achieve this goal both the guidance and instructional programs must be developed and organized to meet the needs of each high school student. When discussing a guidance program for a school, consideration must be given to the following determinants to any program:

1. The program must have direction. (Direction should be established in terms of goals and objectives - which will contribute to the goals and objectives of education)
2. The program should be organized in terms of activities, personnel, time, and facilities.

The basic guidance services that should be developed, as a part of the overall guidance program of the school, include (1) the individual inventory service - the securing and recording of essential pupil data; (2) information service - activities in the school involved in securing and making available to students information about educational and occupational opportunities and requirements and personal-social information needed by students in solving personal problems;

(3) counseling service; (4) placement services; and (5) follow-up service.[1] This presentation deals with a part of the information service, called the occupational information service.

ORGANIZING THE OCCUPATIONAL INFORMATION SERVICE

Before organizing the occupational information service or any other service in the school, consieration should be given to several principles of organization which are basic to establishing a service.

1. Any service, whether old or new, nœds the acceptance and leadership of the school administrator.
2. The success of a service depends upon a state of readiness of the school staff to accept, contribute to, and utilize the service.
3. The goals and objectives of any service need to be clearly defined.
4. The service needs to be developed in harmony with the total educational program of the schooi.

These principles are set forth by Roeber, Smith, and Erickson in their book entitled. Organization and Administration of Guidance Services.[2]

Specific goals should be set forth for the occupational information program. The purpose of providing occupational information in the high school is not so much to pinpoint a career decision for the student as to help him:

1. Acquire an insight into the world of work as a whole - the different kinds of jobs there are, what one does in these jobs, and some general information about the opportunities in regard to these jobs.
2. Learn more about his own interests and abilities, and appraise these in terms of the job world.
3. Learn more about the particular jobs for which his interests and abilities appear to suit him - academic requirements, necessary training, opportunities

[1] Guidance Services in Kentucky's Program of Education, Vol. 26, Department of Education, Frankfort, Kentucky, Sept. 1958, p. 855.

[2] Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Co., 1955) pp. 26-27.

for employment and advancement, compensation, and conditions of work.[1]

Organizing for the Collection and Systematic Storage of Occupational Information Materials

Occupational information, as used in this report, may be defined as accurate, up-to-date treatment and interpretation of data important to the process of occupational selection, preparation, placement, and adjustment.[2] As has been emphasized in this course, accurate and dependable information about job opportunities and requirements for various occupations as well as trends in occupations should be available to students and those who work with them.

It has been said that it would be impossible for a high school counselor or any counselor, for that matter, to have a working knowledge of all occupations. This, however, does not excuse him from having as much knowledge as is possible for him to accumulate. There are some that he should know almost everything about - the occupation that employs the largest number of graduates and ones that have dropped out of school; the industry that employs the most persons in the particular community; and the occupation which the largest number of students consider for employment. Beyond this he needs to extend his knowledge as far as his resources will go.

The collecting of occupational information is not just accumulating, but the organization of a whole, carefully selected as to worth, frequency of items, coverage, and authenticity. In order to accomplish this, the counselor needs to know where to get information and how to appraise its accuracy. There is no one source that is entirely good or entirely bad, but may be good for some kinds of information and poor for others.

There are many sources of occupational information. These sources may be classified according to agencies and publishing companies as a convenience to those who are contemplating the establishment of libraries of occupational information. The sources listed here are grouped as government agencies, private publishers, professional societies, and unions and

---

[1] Glen E. Weaver, How, When and Where to Provide Occupational Information, (Chicago: Science Research Associates, Inc., 1955) p. 6.

[2] Counselor Competencies in Occupational Information, Office of Education (Washington, D. C., Division of Vocational Education) p. 1.

and trade associations. Because of their importance as sources of occupational information bibliographies and periodicals are listed separately.

1. Government agencies - many of the publications are available through the printing office.

   a. Department of Labor: Examples - Occupational Outlook, Occupational Handbook, Outlook Summary, and Dictionary of Occupational Titles.

   b. U. S. Public Health Service: Example - The Careers and Mental Health Series, and various other pamphlets on the U. S. Public Health Service.

   c. Department of Commerce: Examples - pamphlets related to planning a small business or careers in retail management.

   d. Bureau of the Census: Reports as to employment, personal characteristics and occupational patterns. This may be of timely importance with the new census reports to be available within the next two or three years.

   e. U. S. Department of Agricultur Example - Career Service Opportunities in the U. S. Department of Agriculture.

   f. U. S. Department of Interior: Example - Careers in the Department of Interior.

   g. U. S. Civil Service Commission: Example - Federal Careers, A Directory for College Students.

   h. U. S. Department of Defense: Examples - Literature on the Armed Services.

2. Private Publishers - Some examples:

   a Bellman Publishing Company - vocational and professional monographs.

   b. B'nai B'rith Vocational Service - occupational monographs.

   c. Chronicle Guidance Publications - occupational briefs, career kits, posters, and other occupational information.

   d. The Guidance Centre - occupational information monographs.

   e. National Vocational Guidance Association - career information.

   f. Science Research Associates - occupational briefs, posters, and career information kit.

3. Professional Societies - Some examples:

   a. American Institute of Accountants

   b. American Institute of Chemical Engineers

   c. American Society of Medical Technologists

   d. Writers Guild of America

4. Trade Associations and Labor Unions

   a. Directory of National Trade Associations

   b. Encyclopedia of American Associations

   c. Directory of National and International Labor Unions in the United States

5. Indexes or Bibliographies

   a. Readers' Guide to Periodical Literature - H. W. Wilson Co., N. Y.

   b. Occupational Literature: An Annotated Bibliography, compiled by Gertrude Forrester.

   c. Career Index - Issued by Chronicle Press, Moravia, N.Y.

6. Periodicals - Data is likely to be up to date, more so than in any other type of occupational information.

   a. Occupational Outlook - Government Printing Office

   b. Vocational Guidance Quarterly - Published by the National Vocational Guidance Association - Washington, D. C.

   c. Your Future Occupation - Issued by Randall Publishing Company, Washington, D. C.

   d. Glamour Magazine - Published monthly at 420 Lexington Avenue, New York. A magazine on jobs for women

   e. Horizons - Published in Boston, Massachusetts

7. Catalogs of Audi-Visual Materials

   a. Blue Book of Audio-Visual Materials - Lincoln Park West, Chicago, Illinois

   b. Filmstrip Guide - H. W. Wilson Co., 950 University Ave., New York 52, N.Y.

   c. A Guide to Film Services of National Associations - Film Council of America, 600 Davis Street, Evanston, Illinois.

5. Local Community Sources

a. Agencies, planning committees, organizations, and industries.

There are many kinds of occupational information. These may be identified as occupational monographs, briefs, abstracts, and books as the major kinds desirable for use in work with students. Other materials desirable for the occupational collection are up-to-date leaflets, pamphlets, clippings, and pictures that relate to job opportunities, colored prints and photographs of men at work may also serve a useful purpose with students. Also available are films, charts, and other visual and audio-visual materials for a quick survey of occupations.

A monograph may be described as ordinarily dealing with a single occupation or a study of one occupation intended to give a domprehensive picture of the whole. Some occupational monographs deal with a field of work or with a group of closely related occupations. The one on "Opportunities in Social Work", which discusses the major branches of social work, illustrates this kind of monograph.[1] In recent years there have been numerous good monographs published throughout the country, as is verified by Forrester's book on Occupational Literature. Most of these monographs have been written from a national point of view, however can be easily adapted to a local situation.

In contrast to the monograph, the brief may be described as that kind of occupational information which deals very briefly with each aspect of an occupation. It may be used for quick reference, for preliminary orientation in an occupation in which a strong interest has not yet been developed. Their primary value is to stimulate interest. Another descriptive measure similar to the brief is an abstract, which is a short descriptive survey of only a few of the job characteristics. This is a brief readable form of getting the most important details about a job available for quick reference. These, too, are easily adapted to the local situation. Other kinds of occupational information will be further discussed in evaluation.

The beginning counselor needs to survey his own situation to determine what occupational in-

---

[1] Max F. Baer & Edward C. Roeber, Occupational Information, (Chicago: Science Research Associates, 1951, 2nd Ed., p. 41.

Evaluating the Occupational Information

After collecting the occupational information, it should be evaluated to determine how adequate and trustworthy it is. It is to be expected that some of the data will be out of date or otherwise inadequate. It is important to organize the information in such a way that it can be used with ease.

It is important to establish in advance certain criteria by which materials may be evaluated. (1) What are the criteria by which materials may be evaluated? (2) How to read and interpret the various types of descriptive briefs, abstracts, monographs, and notes on the basis of such criteria.

Investigation of occupations becomes so extensive that it is impractical for counselors to engage in it to any large extent. It is a job for specialists. It is essential that counselors know where to get information and how to distinguish between adequate and inadequate materials. It is also important that counselors be able to conduct their own investigations for supplementary information. Guidance workers should have a knowledge of investigative techniques.

Guidance workers should have a knowledge of the methods employed in gathering occupational information. They should be able to distinguish between adequate and inadequate studies. They should be able to apply criteria to evaluate the information. They should be able to conduct their own investigations for supplementary information.

is based on existing literature and the extent that it represents new and original research. Generally, the value of a monograph depends directly upon the contribution it makes to the store of knowledge of an occupation or an occupational field.

So important are the basic criteria in evaluating occupational literature that the National Vocational Guidance Association, Inc., Occupational Research Section, made a study of occupational monographs and proposed a "Basic Outline" by which a monograph may be studied. This is included in the appendix.

Some additional basic steps to follow in evaluating occupational literature suggested by the Occupational Research Section of the National Vocational Guidance Association, Inc., as cited by Stoops and Walquist, are as follows:

1. Authorship. Determine name of publisher and person (including title) responsible for the material - training and experience;
2. Time. Year (perhaps the month) when gathered; (Not when published)
3. Methods of gathering the material:
   a. Library work.
   b. Visits; Number and location; (adequate sample?)
   c. Schools visited; Number and kind;
   d. Organizations investigated; Number and kind;
   e. Persons interviewed.
4. Validation of findings; Best - written by research experts and validated by referral to experts in the field;
5. Tryouts of material. Before publication, material should be tried with type personnel expected to use it; counselors, librarians, and students can give valuable criticism;
6. Is the study complete? Are some essential facts left out of the study or covered inadequately?
7. Is tabulated or graphic material adequately tied in with the text?
8. Are statistics based on census or later accurate data?

9. Is proper credit given for quoted material?
10. Is there an orderly transition from one part to another?
11. Is the scientific approach evident throughout? In method and presentation? Unbiased in viewpoint? To serve youth, not special interests?
12. Is the social and economic setting given? Both local and national?
13. Is the style clear, concise, and interesting? (Yet scholarly)
14. Is the format attractive? The printing good and clear?
15. Revisions: Are they merely republished, or really reviewed, and to what extent?[1]

In appraising occupational literature, some of the characteristics may be determined by reading annotated bibliographies. If the material is very expensive, however, it is well, whenever possible, to make an examination and appraisal by direct inspection.

As was mentioned in the outlined criteria, the style of writing is important, and especially so, when it is to be used by high school students. Books on occupational information should be especially designed to attract the attention of students. Many books on occupational and vocational trends have been published, but there are many disadvantages to this source of information. They are soon out-dated. Also job opportunities are largely in corporations and few of them are organized along similar lines, making it extremely difficult to describe a job on that basis.[2] Since this is true many of the books now available are devoted to the more easily described professions and semi-skilled trades. This produces a slight distortion of the field of employment and reduces the value of books as sources of occupational information.

Similar criteria to those used with monographs are ones used in the evaluating briefs and abstracts and other forms of occupational information collected for the occupational library. It is possible that all occupational literature will measure up to the standards in many ways but will not measure up in all of the criteria. Even careful editing cannot overcome all deficiencies. Those collecting the information can reject the poor and retain the best.

---

[1] Emery Stoops and Gunnar L. Walquist, Principles and Practices in Guidance, (New York: McGraw-Hill Book Company, 1958) p. 353.

[2] Edgar G. Johnston, Administering the Guidance Program, (Philadelphia. Educational Publishers, Inc.,) pp 58-59.

Filing and Storing Material

There are some guides that can beused advantageously in filing and storing occupational information. An adequate program of occupational information for the high school must include a systematic method of doing this so that the maximum use is made of the materials.

There are certain characteristics common to most good plans. The major characteristic follows:

1. The plan should be simple. (The practical plan is simple enough to allow even an inexperienced person to find information with a minimum of assistance.)
2. The plan should be expandable (To allow for new materials that will be added from time to time to meet existing needs.)
3. The plan should be attractive (The use of the occupational library may well depend upon the individual's first impression of the collection of materials.)
4. The plan must be psychologically sound (Most library plans for filing and storing occupational information have been developed upon a non-psychological basis. That is, they have been based upon the needs of the librarian or counselor rather than upon the needs of the students.)

More specifically, many of the plans used in the past have employed systems of classifying occupational information with little concern for the interests of students. As an example, the librarian may classify occupations and occupational materials according to the "Dewey System" or in an alphabetical arrangement for filing materials. Or, she may employ a system based upon the "Dictionary of Occupational Titles." These systems are valuable in classifying occupations and, consequently, information pertaining to these occupations. But all such systems are adapted primarily to the needs of the librarian or counselor. In an overall program of occupational information, to secure optimum benefits from the information library, the librarian and counselor should seek a filing or storage plan which enables students and others to use the material directly. As this is a highly desirable goal, the plan should rest upon the psychological premise that occupational information materials which are grouped

by interest and ability areas are best adapted to the needs of the users.

Such organization of materials makes it possible for the users to obtain both a panoramic view of all occupations and a survey of the occupations related to their interests and abilities. Moreover, it is psychologically sound for students because it encourages them to explore broad areas of occupations rather than to concentrate upon a single occupation. In other words, the filing plan itself makes a contribution to the vocational planning of the users.

Filing Unbound Materials

There are many plans for filing unbound occupational information materials. Only a few of them can be listed here:

1. Commercial Plans (The typical commercial plan provides labels for folders, a set of directions, and some type of alphabetical list of cross reference.) The advantage of these plans are - saving time in setting up - a reasonable assurance that the plan is workable - a set of directions that can be followed by a relatively inexperienced person. The main disadvantage is the cost and the effect upon the users.

At the present time there are three commercial plans that are used most often:

a. The SRA Career Information Kit Filing System

This plan is based upon the arrangement of titles found in the DOT. Unbound materials are filed in 174 folders. There are nine folders for the major occupational groups. There are folders for sub-divisions of specific occupations. Because the SRA Plan involves a somewhat complex coding system, students need orientation to its use.

b. The Bennett Occupation Filing Plan

This plan is an alphabetical subject index by fields of work. The terms used for describing these fields are based upon those appearing in the DOT (Dictionary Occupational Titles.)

c. Chronicle Plan

This plan is based upon the arrangement of titles by codes found in the DOT. Occupational titles are arranged in 10 major headings and sub-divided into occupational fields. Student assistants who can master the logic of the DOT are capable of filing and locating the materials.

2. Homemade Plans

The counselor or librarian who wishes to construct his own filing plan will find a great variety of homemade plans from which to choose. Such plans may be based upon:

1. The DOT - 9-14 folders on major occupation groups -- which may be further sub-divided.
2. Census classification of occupations and industries. Based upon 10-13 major headings.
3. Alphabetical arrangement.
4. Fields of interest or other personal traits.
5. School subjects.

Although the emphasis has been placed on filing the unbound materials on occupational information, there are other types of materials that will need to be stored in appropriate storage places.

PRESENTING - USING OCCUPATIONAL INFORMATION

Building and maintaining a good and adequate supply of occupational information are the first steps in developing the occupational service of the guidance program in the high school. To reach the goal of assisting students in the acquiring of occupational information appropriate to their needs, effective use must be made of such information. This information should be presented to students during their entire high school period in a number of different ways. A planned program is necessary if the objective of providing the students with essential occupational information is attained. Unfortunately there is a tendency among schools to regard one device or one method of supplying this information as the means of providing occupational information rather than as an adjunct to a broad and intensive program. The result is that students often obtain a "patchwork" of iso-

lated bits of information rather than a sound and integrated core of knowledge that will help him plan his own future realistically.

There are many ways of presenting occupational information to high school students as well as ways which they may use it. It may be very readily used in the counseling interview in vocational planning. Here the counselor strives to help the counselee develop an understanding of his interests, aptitudes and other traits. He also provides information in such a way that the counselee may become more self-directive in his further study of occupations.

Among other practical and important ways of presenting occupational information to students are: In occupation classes, as a part of regular subject-matter classes, in homerooms, through school clubs, through special career days or "career conferences", visual and audio-visual materials, socio-drama, field trips to industry, and bulletin board displays.

Presenting through Occupational Classes

These organized classes may be known by a number of different names -- "Life - Careers", "Vocations", and others -- and may be offered in either grade from the ninth grade through the 12th. It has been found in several studies that, in order for this course to be effective, it must be complemented with counseling, and is more effective than other forms of group guidance, also good teaching is required if interest is held and much learning takes place, just as is any form of teaching.[1] A course of this nature needs to be related to the local job situations to be of much value to students taking it. To rely on text-books for this course renders it ineffective as well as uninteresting to most students. It has been found that the major textbooks have been changed very little in the last decade, therefore cannot be very valuable for anything except background study.

An occupational course should be built around the needs of the students rather than the textbooks. The information itself has little meaning to most students, except as they are able to relate it to themselves and their environment. It is important that the course be well taught. In this, the teacher needs imagination and a sincere interest in the individual students. It seems

[1] Clifford P. Froelich, Guidance Services in Schools, (New York: McGraw-Hill Book Company, Inc., 1955) p. 113.

to many that the laboratory method is the more desirable approach in an occupations class and is more widely used by teachers with imagination.

Some commonly used techniques for conducting an occupations class are:

1. Individual reports by students.
2. Group reports given by students.
3. Informal discussion.
4. Socialized class work.
5. Supervised study.
6. Formal lecture by instructor.
7. Case studies made of real and hypothetical individuals.
8. Extemporaneous talks by students.
9. Contract and assignment.
10. Dramatization.[1]

These different methods point up the fact that various methods are adapted to materials suitable for presentation in occupations classes. Other similar exploratory courses that may be offered are courses in orientation, mental hygiene, and personal and social development.

Presenting as a Part of Regular Subject-Matter Courses

This is by far the most used method of presenting occupational information to groups. Very commonly, it is included as a unit in such classes as English or social studies, and may also be worked into the regular class-work of a chemistry class or mathematics class and other classes. There are many and varied ways to teach such units, but the content may differ as much as there are methods of teaching. A unit of this sort can include an over-view of the world of work, some aids in self-analysis, the study of job requirements, and some material on changes and trends in occupations.

In the presenting of occupational information in this form, its success, as in all teaching,

[1] Froehlich, op. cit. p. 117. (Cited from Kefauver and Hand)

is dependent upon the teacher and the methods employed. Here, again, the close cooperation between the counselor insures the success of units taught. The main feature of units taught in this way is usually an extended study of one or more jobs with the essential information about them.

Presenting as a Homeroom Project

The homeroom provides valuable time for getting over occupational information to students. It may be used as a means of supplementing other methods of presenting it. Under able leadership and close cooperation between the administration and faculty, this period may be used very advantageously for this purpose. Beginning, perhaps with the eighth grade, some of the homeroom periods may be devoted to getting out occupational information along with other topics of interest to students. Most of the teaching procedures used by the faculty in good teaching may be employed in dispensing the occupational information.

The Daviess County Guidance Committee has developed an excellent set of "Suggested Topics, Activities, and Procedures" for use in developing homeroom group guidance programs for grades seven through twelve in their schools. This was reproduced with permission by the Guidance Division of the Division of Guidance Services, Department of Education, Frankfort, Kentucky, and made available to counselors in Kentucky high schools.

Presenting Through "Career-Days" or Conferences

Career-days or conferences have a definite place in an occupational information program. They may be defined as a group conference at which representatives of business, industry, and other interests come and speak to the students about job opportunities in fields which they represent. The career conference has the advantage of making it possible to present occupational information about a variety of fields to a large number of students in a short time.

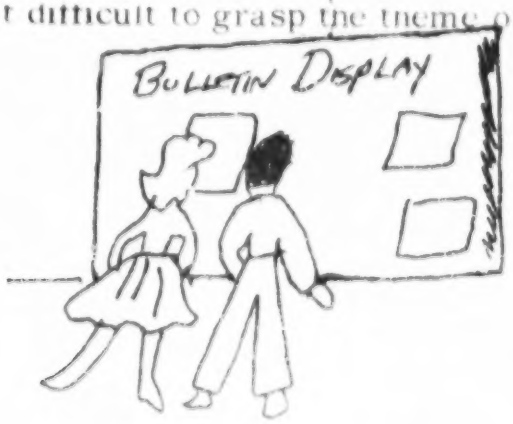
It should be well-planned, organized, and structured to be successful. Great care should be exercised in the selection of speakers. Too much should, perhaps, not be attempted so that only a little is accomplished. If the career conference is used to enrich the on-going program, students will gain much.

Presenting Through Displays on Bulletin Boards

Some occupational information may be presented through displays on bulletin boards. They are one indication of proper functioning of the occupational information service. The displays have three major functions:

(1) they may arouse the interest of students in guidance services such as vocational planning, occupational information, or counseling services. (2) they may provide students with many types of information such as relationships between school subjects and occupations, past and current occupational trends or descriptions of occupations and industries. (3) they may direct students to sources of assistance such as occupational librarians or the counselor.

Bulletin board displays should have a suitable theme, be balanced, and have human interest. They should not have an oversupply of occupational materials, which may not only detract from the displays, but also make it difficult to grasp the theme or to spot the most important points.



Field Trips to Industry

The field trips to industry provide a first-hand view of the world of work and are another way of helping students acquire occupational information. Visits may be arranged to a local business or industry involving a large number and variety of jobs. Such jobs as clerical, operative, and managerial, may be observed on one field trip. In the packet of material pertaining to "How to Conduct a Successful Plant Tour" prepared by the Education Department of the National Association of Manufacturers, is information concerning how to best make the tour.

Other methods and devices for providing occupational information are the "career assembly", clubs, classified ads, games, socio-drama, audio-visual, visual materials, and try-out experiences.

In the final analysis, the school must share with the home and community the responsibility of helping students acquire occupational information needed to make appropriate choices. The school must have the major role, since it is best suited from the standpoint of sources of information, trained personnel, and facilities for testing and evaluating the students' skills and interests, for the job of presenting occupational information. Then it becomes important that every high school give consideration to the planning, development and implementation of an occupational information service program.

Appendix A

BASIC OUTLINE[1]

1. History of the occupation.

2. Importance of the occupation and its relation to society.

3. Number of workers engaged in occupation.

4. Need for workers; trends.

   (Note increase or decrease in number of workers in relation to population and occupations. Note whether there is an over or under supply of workers and explain. Note principle centers where undersupply or oversupply is especially outstanding. Summarize important trends that will affect numbers of workers.)

5. Duties.

   (a) Specific tasks performed by workers in each occupation; divisions of the work; other occupations with which this work may be combined; nature of the work; tools, machines, and materials used in the performance of the work.

   (b) Definition of occupation:

   As given in the law (e.g., in licensing legislation for barbers, undertakers, architects, etc.

   As determined by an official organization (union, professional association.)

   Carefully formulated definition acceptable to those in the occupation. (The definition may be found in the Dictionary of Occupational Titles, U. S. Government Printing Office, Washington, 1940.)

6. Qualifications.

   (a) Sex. (Opportunities for both sexes. Mention restrictions on married women, if any.)

   (b) Age. (State what age, if specified, is required for entrance, for retirement; age qualifications preferred by employers.)

   (c) Race or nationality. (Restrictions regarding employment of special races or nationalities.)

   (d) Other qualifications. (Include special physical, mental, social, and moral

[1] National Vocational Guidance Association, Inc., Room 510, 82 Beaver Street, New York 5, N.Y.

qualifications. Do not include qualifications that obviously are necessary for success in any type of work. Give any information about the use of tests for employment or selection.)

(e) Special skills. (Special skills essential to performance on the job.)

(f) Special tools or equipment. (Any special tools or equipment essential for the performance of the job which must be supplied by the worker.)

(g) Legislation affecting occupation. (Any laws regulating occupation. State if a license or certificate is necessary.)

7. Preparation.

(a) General education:

Necessary. (State definite amount of general education that is absolutely necessary for successful performance of duties.)

Desirable. (State amount of general education that is desirable and whether there are any special courses of value.)

(b) Special training:- (Include probable cost of training.)

Necessary. (State definite amount of special training that is absolutely necessary for successful performance of duties.)

Desirable. (State amount of special training that is desirable and note special courses of value.)

Training centers:

Schools offering special training. (List special schools preparing for this occupation - local and elsewhere.)

Training-on-the-job. (Cite special plans for training on the job - apprenticeship system, classes in the plant, etc.)

Others. (Cite any other type of training possible.)

(c) Experience:

Necessary. (State definite experience necessary before entering this occupation. Related experience on other types of jobs.)

Desirable. (State type of experience desirable before entering this occupation.)

8. Methods of entering.

(Give any specific ways of entering occupation, such as Civil Service Examination, etc.)

(a) Use of special employment agencies. (List names of agencies which specialize in placing workers.)

9. Length of time before skill is attained.

(Include special regulations regarding union or other apprentice rules. Instruction may cover a period of 1 week to 3 months. How soon is the maximum rate of pay reached?)

10. Advancement.

(a) line of promotion. (The jobs from which and to which the worker may be promoted.
(b) Opportunity for advancement. (State difficulty or certainty of promotion and on what promotion depends.)

Appendix B.

METHODS AND TEACHING AIDS TO HELP STUDENTS ACQUIRE OCCUPATIONAL INFORMATION[1]

1. Occupational investigations by groups of pupils with similar interests.

2. Occupational investigations by individual pupils.

3. Visits by pupils to business and industrial establishments.

4. Special occupational information programs for school leavers.

5 Special occupational information programs for graduates who are entering the labor force.

6. The vocational counseling interview.

7. The interpretation of follow-up studies of former graduates and drop-outs to gain occupational information.

8. Relating occupational information to school subjects.

9. Utilizing the core curriculum for teaching occupational information.

10. Part-time work experience programs.

11. Occupational pamphlet and picture displays.

12. Occupational filmstrips and slides.

13. Talks to pupils by workers who represent various occupations.

14. Career-day conference.

15. Occupational information study leaflets.

16. Units of occupational information incorporated within other subjects.

---

[1] Occupational Information for Counselors, Harold J. Mahoney, (World Book Co., New York, 1952) p. 38.

17. Special occupational information programs for graduates who plan additional post-secondary school training.

18. Pupil interviews with workers in the community.

19. Occupational information appearing in current magazines.

20. Exploratory courses.

21. College-day conferences.

22. School bulletin boards and posters devoted to occupational information.

23. Articles on occupational information in the school newspaper.

24. Occupational information appearing in the daily newspaper.

25. School assembly programs devoted to occupational information.

26. The formal course in "Occupations."

27. The daily help-wanted ads appearing in newspapers.

28. The preparation by pupils of scrapbooks on occupational interests.

29. Radio programs which present occupational information.

30. Special occupational information programs for pupils prior to their entrance to the secondary school.

BIBLIOGRAPHY

1. Baer, Max F., and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, 1958.

2. Forrester, Gertrude, Occupational Literature, New York, H. W. Wilson Company, 1958.

3. Froehlich, Clifford P., Guidance Services in Schools, Mc-Graw-Hill Book Company, Inc., New York.

4. Guidance Services in Kentucky's Program of Education, Educational Bulletin, Department of Education, Frankfort, Kentucky, April, 1964.

5. Hatch, Raymond N., and Steffire, Buford, Administration of Guidance Services, New Jersey: Prentice-Hall, Inc., 1958.

6. Hoppock, Robert, Occupational Service, New York: McGraw-Hill Book Company, 1957.

7. Johnston, Edgar G., The Guidance Program, Educational Publishers, Inc., Philadelphia.

8. Jones, Arthur J., Principles of Guidance, New York: McGraw-Hill Book Company, Inc., 1951.

9. Josephs, Devereux C., Guide to Career Information, New York: Harper & Brothers, 1957.

10. Roeber, Edward C., Smith, Glenn E., and Erickson, Clifford E., Organization and Administration of Guidance Services, New York: Mc-Graw-Hill Book Company, Inc., 1955.

11. Stoops, Emery, and Walquist, Gunnar L., Principles and Practices in Guidance, New York: McGraw-Hill Book Company, Inc., 1958.

Also various leaflets and pamphlets from different educational organizations.